

Strategies you and we might use to support your child with

Dyscalculia

- Use concrete apparatus wherever possible and make mathematics practical and take a multi-sensory approach (see it, hear it, say it, do it)
- Allow learners to talk through the procedures
- Sit learners where you can monitor to assist if necessary.
- Reduce instructions to **small manageable chunks**

Recognise dyscalculic students need to make more links to learn so they will need small steps and time to practise to master procedures

- Dyscalculic students do not necessarily 'pick up' skills, they need to be explicitly taught
- Encourage students to make a memory book, and refer to it often, with a page for key facts for each topic
- Maths is not primarily a memory exercise and strategies should be found to reduce memory load
- For difficulty with orientation of numbers, use dots on squared paper
- Number bonds, give lots of different concrete examples, flash cards, games
- Counting forwards and backwards from a given point
- Avoid multi-tasking and prioritise tasks
- Multiplication: when you are sure your student understands the concept, practise filling multiplication squares
- Use games and concrete apparatus wherever possible to back up teaching (NumberShark, Connect4)
- Teach 'finger tables'
- Teach time management techniques, but set by example so 5 minutes really is 5 minutes.
- Practise at coping with exam type questions

Summary

- Dyscalculic students need differentiated tasks to allow them to achieve success in the same way as their peers.
- Recognise that dyscalculic students will need to be explicitly taught many skills that other children will pick up by 'osmosis'.
- Help them to recognise what is manageable for them and what is perhaps not, better to focus time on something that they can achieve rather than spend time battling away at something that is beyond them